As suggested by their title, Foundational Courses are designed to provide students with the skills that create the foundations for success at Wayne State and beyond.

Goals
The Foundational Courses have the following goals:
1. Foster the essential communication, composition, and information literacy skills necessary for student success in higher education and their current and future careers.
2. Cultivate students’ development of skills for lifelong learning, including an awareness and appreciation of one’s own learning process and the ability to tailor research and communication to specific tasks and communities.
3. Develop students’ abilities to read, understand, and evaluate discourse in academic, professional, and public environments.
4. Prepare students to be engaged and informed participants in civic life.

Learning Outcomes
The Foundational Courses have an extensive focus on five of the seventeen Learning Outcomes in the General Education Reform Proposal: Foundations for Lifelong Learning, Information Literacy, Oral Communication, Reading, and Written Communication. We have also integrated four other outcomes—Inquiry & Analysis, Critical Thinking, Integrative Thinking, and Teamwork—into one or more of the classes. We propose the following outcomes for the Foundational Courses:

Written Communication
Course: Basic Composition
• Use reading strategies in order to identify, analyze, evaluate, and respond to arguments, rhetorical elements, and genre conventions in college-level texts and other media.
  o Gen Ed Outcomes: Inquiry & Analysis, Reading
• Learn flexible research methods in order to effectively identify, select, evaluate, and apply secondary research that is appropriate to the scope and topic of a persuasive argument.
  o Gen Ed Outcomes: Critical Thinking, Information Literacy, Inquiry & Analysis, Written Communication
• Develop critical literacy strategies to effectively and responsibly quote, paraphrase, summarize, and synthesize secondary research sources in order to compose persuasive arguments.
  o Gen Ed Outcomes: Information Literacy, Inquiry & Analysis, Written Communication
• Learn theories and practices of written composition and rhetoric related to the writing process, including genre conventions of public and/or academic discourse communities and strategies for reading, drafting, writing, rewriting, and editing
  o Gen Ed Outcomes: Written Communication
• Apply rhetorical knowledge to develop persuasive research-based written arguments intended for public and/or academic audiences, including techniques of rhetorical analysis of written texts and rhetorical strategies for composing arguments.
  o Gen Ed Outcomes: Written Communication
• Compose persuasive arguments using a flexible writing process that includes instructor and peer feedback through multiple drafts of writing projects that incorporate varied writing media.
  o Gen Ed Outcomes: Written Communication
Use reflection and reflective writing to develop metacognition on the writing and research processes to plan, monitor, and evaluate one’s own learning and writing.
  o Gen Ed Outcomes: Foundations for Lifelong Learning, Written Communication

**Written Communication**

Course: Intermediate Composition

- Learn how to develop appropriate, relevant, and compelling primary research that responds to a text’s audience, context, and purpose within a professional discourse community.
  o Gen Ed Outcomes: Foundations for Lifelong Learning, Inquiry & Analysis, Written Communication
- Synthesize primary and secondary research in order to develop ideas and compose written arguments and/or analyses that respond to issues in a professional discourse community.
  o Gen Ed Outcomes: Critical Thinking, Information Literacy, Integrative Thinking, Reading, Written Communication
- Investigate, analyze, and compose texts for professional discourse communities as related to a concentration of study (i.e., a student’s major).
  o Gen Ed Outcomes: Information Literacy, Reading, Written Communication
- Develop and adjust reading strategies to analyze and evaluate genres within and beyond the student’s discipline and profession, including their associated professional discourse community, audience(s), rhetorical situations, purposes, and strategies.
  o Gen Ed Outcomes: Integrative Thinking, Reading
- Compose written texts that respond to the expectations of audiences inside and outside of students’ professional discourse community in terms of content, claims, evidence, organization, format, style, rhetorical situation, persuasive strategies, and language effects.
  o Gen Ed Outcomes: Critical Thinking, Foundations for Lifelong Learning, Reading, Written Communication
- Develop an awareness of how written genre conventions are social, and how genre and professional discourse communities change and shape each other over time.
  o Gen Ed Outcomes: Inquiry & Analysis, Integrative Thinking, Written Communication
- Use reflective writing and metacognition as part of the planning, monitoring, and evaluation of one’s research and writing processes.
  o Gen Ed Outcomes: Foundations for Lifelong Learning, Integrative Thinking, Written Communication

**Oral Communication**

Course: Oral Communication

- Apply public speaking skills and concepts to speech presentations.
  o Gen Ed Outcomes: Oral Communication
- Prepare and deliver four different types of well-organized, context-specific speeches.
  o Gen Ed Outcomes: Oral Communication
- Create and present a well-designed presentational aid complementing a message in an informative speech.
  o Gen Ed Outcomes: Integrative Thinking
- Employ persuasive strategies in a persuasive speech.
  o Gen Ed Outcomes: Inquiry & Analysis, Oral Communication
- Collaborate in a group in order to complete tasks for a group presentation.
  o Gen Ed Outcomes: Oral Communication, Teamwork
- Incorporate credible research into an informative and persuasive speech.
Gen Ed Outcomes: Critical Thinking, Information Literacy
- Critically reflect on the organization, content, and delivery of public speaking performances.
- Gen Ed Outcomes: Foundations for Lifelong Learning
  - Perform an audience analysis to create a speech that is appropriate for and respectful of a diverse audience.
  - Gen Ed Outcomes: Critical Thinking, Inquiry & Analysis

Feedback from University Stakeholders
Surveys of faculty, staff, and students showed clear consensus across the WSU community that the skills of written and oral communication are essential for student success and should be included as key components in a general education curriculum. In surveys administered at the beginning of the Gen Ed revision process, written and oral communication stood out as skills and courses that respondents strongly wanted to see taught. Students in particular expressed their high valuation of these classes; when asked if a particular course should be part of undergraduate education, 77% of student respondents “agreed” or “strongly agreed” with including an introductory writing course (428/554), 64% with including a basic speech communication course (354/553), and 58% with including an advanced writing course (321/553). 82% of faculty and staff respondents said that written communication should be learned “a lot” or “entirely” in the General Education Program (515/629) and 70% gave the same ranking to oral communication (441/626). Faculty and staff members also considered reading and information literacy skills, which are necessary for success in written and oral communication, to be key components of general education. 74% of respondents (461/626) felt reading and 66% (416/627) felt information literacy should be learned “a lot” or “entirely” in General Education classes.

During various stages of the General Education Reform Process, additional feedback on the Foundational Courses was received from Wayne State faculty, staff, students, and other stakeholders. By far, the majority of concerns regarding the Foundational Courses referenced two issues that are no longer part of the current General Education Reform Proposal: 1) the requirement that the BC and OC requirements be fulfilled during a student’s first two semesters and 2) that the BC and OC courses be "linked" in some form with a breadth General Education course and/or a Learning Community. The current proposal recommends no changes to the current timeframe by which a student must have completed the OC, BC, or IC requirements and does not mandate any “linking” of Foundational Courses with any other General Education courses that might be taken during the same semester.

Course Structure and Requirements
The necessary capacity for meeting current student demand for these courses is already met by existing course offerings, so there would be no need for development of new courses or expansion of available sections of these courses prior to the activation of the new General Education requirements.

The Foundational Course committee recommends continuing a number of current practices in these courses:

Class Sizes
Classes satisfying the Basic Composition and Intermediation Composition requirements are currently capped at 24 students. Enrollment maximums for courses satisfying the Oral Communication requirements are 32 (COM 1010) and 24 (ENG 3060). We would recommend keeping these enrollment caps low to allow for the extensive feedback and revision processes that are currently embedded in these
Delivery Types
Classes that currently satisfy the Basic Composition, Intermediate Composition, and Oral Communication requirements are taught in both traditional, online, and hybrid formats and we would suggest that this diversity of delivery options remain in order to accommodate multiple student pathways and different learning styles.

Curricular Consistency and Instructor Support
Current courses in the Foundational Courses categories contain a number of required elements designed to maintain course integrity: 1) the use of a common syllabus covering all sections of a course, 2) a common project sequence for all sections of a course, 3) shared grading standards, 4) formal instructor training and ongoing professional development activities, and 5) monitoring of student achievement. (In the case of the Basic Composition and Intermediate Composition courses, these requirements were put in place by the Academic Senate and the General Education Oversight Committee after the discontinuance of the English Proficiency Exam in 2007.) There is also an extant integration of information literacy instruction into the Oral Communication and the Basic and Intermediate Composition courses delivered via collaboration with the Library System. We would recommend that all of these requirements and practices remain in place.

Resource, Development, and Implementation Challenges
As this proposal recommends no major changes to the BC, OC, and IC requirements, it should not require any significant change in the implementation of the courses. Current resources are also sufficient to meet current demand. However, if the campus is contemplating growth in undergraduate enrollment, a modest infusion of resources in the form of additional faculty and faculty support may be necessary to meet increased demand as well as satisfy requests for special sections of foundational courses dedicated to existing learning communities and other student success initiatives (e.g., Comerica Scholars, Honors College, etc.).

Oversight, Administration, and Assessment
Currently, courses that fulfill Composition and Oral Communication requirements are administered by a Director of Composition (within the Department of English) and a Basic Course Director (within the Department of Communication). The Foundational Courses Subcommittee recommends that these administrators continue to collaborate with the General Education Oversight Committee in administering and assessing these General Education requirements.

The Composition Program within the English Department has a standing Composition Assessment Committee that has regularly assessed courses meeting the Basic and Intermediate Composition requirements. This committee includes representatives from part-time faculty and graduate student instructors as well as the full-time faculty and reports its findings to the English Department, the College of Liberal Arts and Sciences, and the university’s Director of Assessment. The Department of Communication is currently (AY 16/17) piloting formal assessment of COM 1010. Moving forward, we would recommend that these groups should continue direct assessment of these courses and report to the General Education Oversight Committee and the university’s Director of Assessment in addition to their relevant departments and colleges. This committee also recommends, whenever possible, including representatives from the Library System on the committee or committees charged with assessing the Foundational Courses to ensure adequate and proper assessment of the information literacy outcomes of these courses.